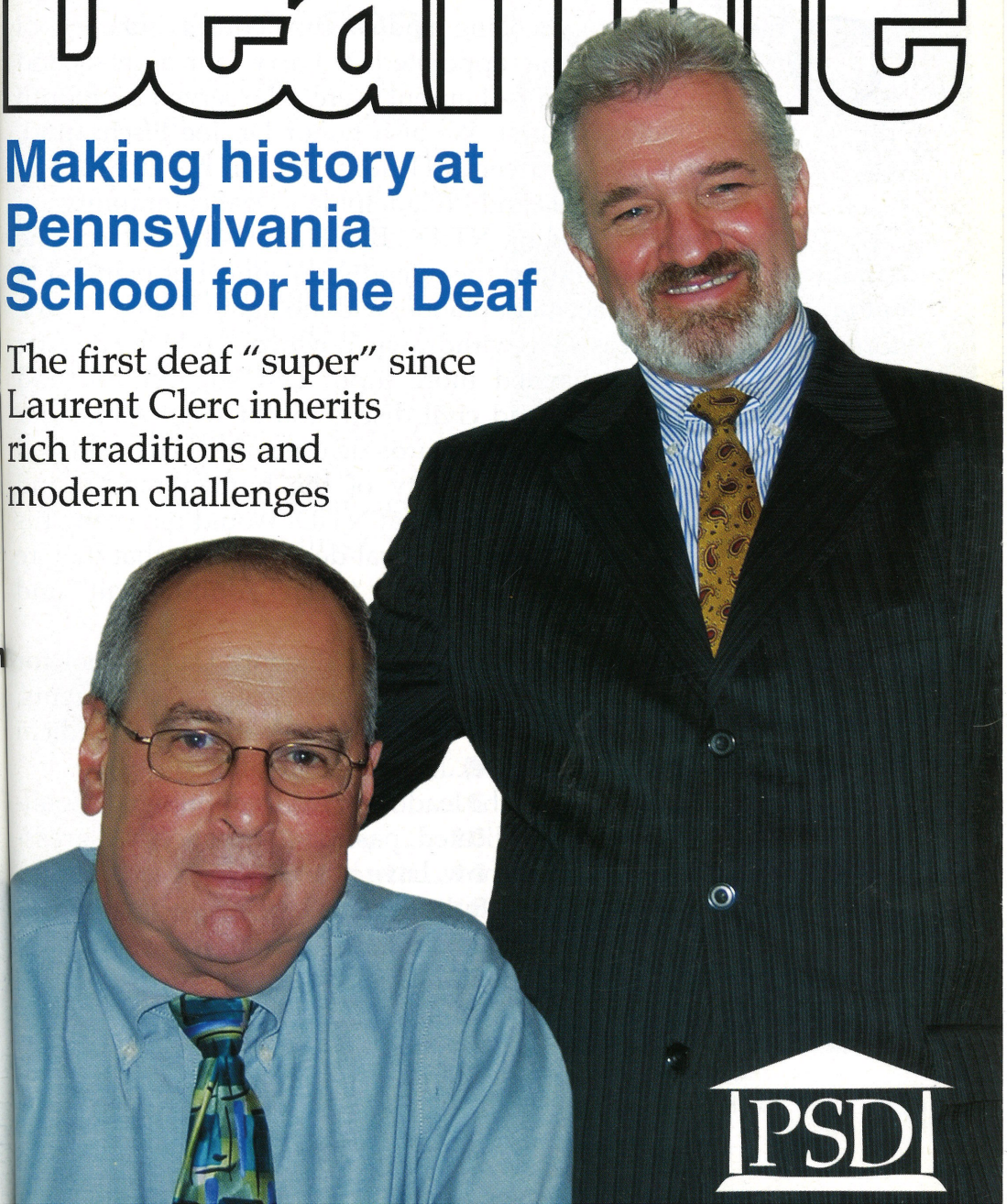
July 2008

DeafLife

$5.00

Making history at Pennsylvania School for the Deaf

The first deaf "super" since Laurent Clerc inherits rich traditions and modern challenges



Deaf Life PUBLISHER'S NOTE

Once again, history's being made at the Pennsylvania School for the Deaf. PSD has appointed Dr. Larry Taub as its second Deaf superintendent—Laurent Clerc, who served a 7-month stint in 1821-22, being the first. We also honor Dr. Joe Fischgrund, who's retiring as PSD's fourteenth Headmaster, on his 20 years of distinguished service to PSD and Philadelphia's Deaf community.

The controversy surrounding NTID's Bell Hall has heated up. The administration finally removed the offending plaque, but planned to put up a reworded replacement plaque, with no name change for the dorm. That decision was soon withdrawn, however, and Dr. Hurwitz made clear that he welcomed more input and suggestions, and encouraged the free, open, and civil discussion of what Alexander Graham Bell's true attitude was towards deaf people (he considered born-deaf people "a defective variety of the human race"), and whether his legacy should be honored at NTID. Would removing his name send an unintended message to oral-deaf students that they're not welcome at NTID? I don't think so. "NTID Alumni Hall" and "Weitbrecht Hall" are both good choices.

Another controversy has erupted at the Phoenix Day School for the Deaf (Phoenix, Arizona), where Deaf faculty, staff, parents, and students rallied on the final day of classes to protest audism (oppression targeting deaf people). More on that later.

I'm pleased to have met with the leaders of the Deaf Bilingual Coalition in California. They're a dedicated, passionately concerned grassroots group who, as you may know, have been staging peaceful protests at A.G.Bell conventions, including one in late June. Their focus is on the right of deaf children to learn and use ASL. We'll be publishing a photo-feature and writeup about the DBC soon.

Matthew Moore

Deaf Life CHART

Our cover story

The Pennsylvania School for the Deaf is the nation's third-oldest such school, and has a venerable history as an influential one. Its history spans the "Golden Age" of ASL education and the "Dark Age" of oralism (as in the photo-detail at right), the revival of ASL, and the changes and challenges of today. Our cover feature includes both vintage and recent images from PSD's long history. **28**

Photos and logo, courtesy of PSD; thanks to Ruth Cella and Jay Basch

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IN OUR NEXT ISSUE...

The Deaf Bilingual Coalition's first conference was held in late June, in Milwaukee. Highlight: a rally outside the A.G. Bell Association's convention to send a peaceful but emphatic message about Deaf children's language rights.

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Deaf Life

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The marvelous Marr

I just got the copies of the magazine with Thomas Marr's article—it's wonderful! Thank you for honoring one of our most famous grads. I am filing the magazine and your letter in our archives file on Mr. Marr so future generations can see them.

Tina Prochaska
Communication Specialist
Tennessee School for the Deaf
Knoxville, Tennessee

The Editors reply: *We're grateful for the staff at TSD for their invaluable assistance.*

Mal mudo: malapropos!°

I am the mother of a 37-year-old deaf man who lives in Camden. The same way that this society is outraged by the use of the "N" word, I am even more incensed by the use of the term *mal mudo* ("badly mute"). If I ask someone in the Spanish community about my son, no one knows his name (he's lived there 17 years) but they'll say "Oh, *mal mudo*." If I called them a *spic* I'd probably be [slugged].

How insensitive! How many times I have felt pain listening to these people refer to my son, a live human being, father of 3, as *mal mudo*. He is not without speech.There are other deaf people in that community that are labeled the same.

I DON'T WANT MY SON CALLED A *MAL MUDO*. Are you kidding me? This is 2008.

I will start a war against the use of this term. It is up to the Hispanic community to get the word out that it is simply unacceptable, insensitive, and offensive to use that term. I've had enough.

Joan Woloshin-O'Reilly
Cherry Hill, New Jersey

cc: **Al Día**,° Mayor's Office, Civil Rights Office, Division of the Deaf and Hard of Hearing

malapropos: *inappropriately said or done; the absolute wrong thing to say.*

Al Día *("up-to-date" or "informed"): a newspaper that is, according to its Website, "the leading Hispanic weekly in [the] Southeastern Pennsylvania, South Jersey, and Northern Delaware region."—Editors*

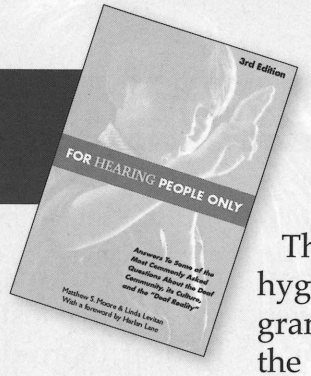
FOR HEARING PEOPLE ONLY

What is eugenics, and what does it have to do with the Deaf community?

Eugenics (from the Greek words *eu* [good] and *genēs* [birth]), was a social philosophy popular from the Victorian era until after World War II. Briefly, eugenics advocated the improvement of human heredity through selective breeding and various forms of intervention. Although its influence began to decline during the 1930s, eugenics never completely died out; it evolved. The ethical issues it raised are still with us.

The term *eugenics* was coined by scientist-scholar Sir Francis Galton in 1883; he was influenced by the theories of his half-cousin, Charles Darwin. Galton believed that genius, talent, personality traits, and moral qualities were hereditary. Since civilization thwarted natural selection, society, eugenicists argued, should take control of human evolution. People with traits that society deemed desirable would be encouraged to breed, while undesirables would be discouraged, or even forcibly prevented, from doing so. The eugenics movement gathered support from eminent and influential persons in all professions. Eugenics became an academic discipline; there were official publications, organizations, and conferences. Its advocates were invariably successful, well-off, and white.

Defectives, the eugenicists complained, were polluting the quality of the gene pool, and if society wanted a bright future, the pool had to be purified. Society could be cleansed of the "unfit" through forced sterilization, incarceration, deportation, and—in the extreme—murder ("euthanasia"). Epileptics, the "idiotic" and "feeble-minded," alcoholics, the deaf, the blind, the mentally ill,


3rd Edition
FOR HEARING PEOPLE ONLY
Answers To Some of the Most Commonly Asked Questions About the Deaf Community, Its Culture, and the "Deaf Reality"
Matthew S. Moore & Linda Levitan
With a foreword by Harlan Lane

the physically deformed, and the indigent were cited as unfit. Since deaf people had a chronic handicap and used sign language, they were visibly deviant, and, despite their accomplishments, included among the "undesirables."

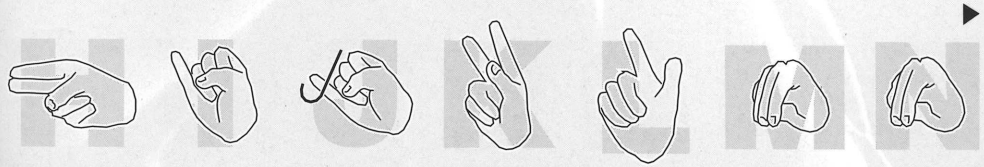
Eugenics fed off the fear and abhorrence that comfortably established, middle- and upper-class citizens felt towards the waves of immigrants engulfing the cities, and to the oppressed, homegrown population of blacks. Ethnic hatreds (of Irish, Italians, Mexicans, *etcetera*) and antisemitism (hatred of Jews) were, in eugenics, legitimized.

Determined to wipe out "imbeciles" and "criminalistic" lines of inheritance, 33 states passed eugenic legislation that resulted in the forced sterilizations of some 65,000 persons—about a third of them in California alone.

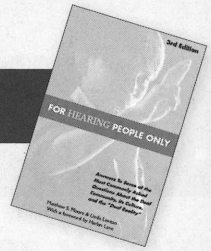
The Nazis based their "racial hygiene" laws on eugenic programs in other nations, including the California laws. Thousands of Germans who were considered unfit to have children were forcibly sterilized. The victims included deaf Christians. Inmates of psychiatric hospitals, asylums, and sanitariums fared even worse—they were rounded up and mass-murdered. Social undesirables, such as Jews, Roma (Gypsies), Slavs, mixed-race people, Communists, dissidents, and homosexuals, were arrested, sent to forced-labor and death camps, ruthlessly persecuted, and murdered.

Despite their contributions to society, deaf people were seen as deviants and categorized as undesirables.

But deaf people weren't specifically targeted for annihilation unless they were Jews; the Reich



FOR HEARING PEOPLE ONLY



preferred to render them incapable of having children—even though only a tiny percentage of deaf parents had deaf children.

Alexander Graham Bell (1847-1922) was actively involved with the eugenics movement. He chaired the Eugenics Record Office's Board of Scientific Advisors from 1912 to 1918, regularly attending its meetings, and in 1921 served as honorary president of the Second International Eugenics Conference.

The deaf-population boom that Bell advocated against was a fallacy. Most deaf parents have *hearing* children.

Bell didn't see himself as primarily an inventor, but as a "teacher of the deaf." His career as the most prominent and influential oralist of his era was inextricably intertwined with his eugenics advocacy. He was obsessed with the prospect of making deaf people speak. He considered congenitally deaf (born-deaf) people mentally inferior to those who were adventitiously deafened (i.e., became deaf after birth through disease or accident, especially after learning how to speak). Believing that congenitally deaf couples were more likely to have deaf children than "mixed" or hearing couples, he began researching the genealogies of Martha's Vineyard and several notable Deaf families. His notorious paper, **Memoir Upon the Formation of a Deaf Variety of the Human Race**, was presented to the National Academy of Sciences in New Haven on November 13, 1883—the same year that Galton coined the term "eugenics." It reveals his obsessive loathing of what he perceived as a deaf population boom—a phenomenon he considered a social calamity, as he considered deafness an "affliction" and deaf intermarriage an "evil." He was alarmed by the prospect of a rapidly increasing population of deaf-school alumni breeding more deaf-school alumni (a boom that existed primarily in his skewed statistical tables and the biases of his own mind)—and wanted the leading scientists of his day to share his alarm—and to do something about it.

Bell wasn't interested in the accomplishments of deaf people—only in the facts that they were deaf and that there were too many of them for his liking. To him, their sign language, residential schools, deaf teachers, alumni reunions, clubs, periodicals, and social and advocacy organizations, were bothersome elements that perpetuated a "defective variety of the race," an impediment to their assimilation into Hearing culture, and posed a threat to the stability of society. He acknowledged that while that "repressive measures" (legislation outlawing deaf intermarriages) would prove ineffective, he proposed that "preventive measures" be taken to abolish these elements.

Leaders of the Deaf community were angered and outraged by Bell's attitude. In vain, they tried to persuade him to see their point of view. He refused to establish dialogue with the Deaf community. (How astounded he would have been to see the flourishing of Deaf culture and ASL artistry and scholarship!)

Several genes causing congenital deafness (e.g., connexin 26) have already been identified. We get asked what we're going to do, now that it's easier to prevent the birth of deaf babies. Our response is that, considering how science, medicine, and education have tried to eradicate the deaf population and the Deaf community, and have failed to do so, and considering the contributions made by deaf people to their societies, the best solution, and the one that accrues the most benefit to society, would be nonintervention—to let deaf children be born, use sign language, go to school together, enjoy the bonds they share with other deaf people, fulfill their potential, thrive, and succeed.

We're not about to grant Bell or the others who considered us "defectives" a posthumous victory. ■

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Mac Norwood

March 16, 1927—March 22, 1989

"The Father of Captioning"

Malcolm J. Norwood, known affectionately as "Mac," was the first deaf professional to work in the Department of Education and the first to head a major program there. Although he wasn't the first deaf person to experiment with captioned media, he popularized it. He was in the forefront of almost every research-and-development program related to captioned media for the deaf, and was the first to envision the possibilities of closed-captioned television. His persistent efforts in this direction led to the creation of the captioning industry. For this, he's honored as "The Father of Captioning."

A native of Hartford, Connecticut, Mac graduated from American School for the Deaf ('43) and Gallaudet College ('49). He taught at Texas School for the Deaf, then at ASD. After marrying Marjorie Hale, a former student, in 1952, he became Director of Curriculum at West Virginia School for the Deaf and Blind, supervising teacher of its high-school program, and coach of a championship basketball team.

For the students, Mac collected filmstrips and subtitled foreign movies, and established a budget to encourage other teachers to rent and use old silent movies. During summer breaks, he attended classes at the University of Hartford, and received his Master's in Education in 1957.

In 1958, the Captioned Films for the Deaf Program was signed into law by President Eisenhower. From its modest beginning as a tiny agency in the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education and Welfare, it greatly expanded in size and function over the years. (It's now known as the Described and Captioned Educational Media Program, based in Spartanburg, South Carolina.)

Dr. John A. Gough, who had chaired Gallaudet's Department of Education, was chosen to direct CFD. In 1960, he hired Mac as a program specialist and research assistant.

P.L. 87-715, which President Kennedy signed into law in 1962, expanded the tiny, ill-funded CFD program to include both educational and "fun" films, and provided for "acquisition and adaptation, research and development, production, distribution, and training." Four regional media-distribution centers and 60 educational-film depositories were set up. Mac was given the responsibility of acquiring films for CFD. These were made available on free loan to schools for the deaf and other registered groups of deaf people. As the acquisition of new films increased, so did the number of registered consumers.

In 1965, an amendment, P.L. 89-258, provided CFD with an annual budget of $3 million and the opportunity to promote Deaf awareness through outreach activities, and to initiate research. A variety of instructional materials and services also became available to parents, social and rehabilitation workers, and employers.

When Gough retired in 1970, he was succeeded by Dr. Gilbert Delgado. When Delgado left CFD in 1972 to become dean of Gallaudet's Graduate School, Mac took over full responsibility for the program. Its annual budget was now $19 million. As Chief of the Media Services and Captioned Films Branch, he pioneered the breakthrough into closed-captioned television programming.

Mac and Marjorie settled in New Carrollton, Maryland; they had five children—Mac, Jr., Montgomery, Maureen, and twins Marsha and Martha. Mac received his Ed.D. in Instructional Technology from University of Maryland in 1976. Among his many honors and awards was an an honorary Doctor of Laws (LL.D.) from Gallaudet in 1972.

When Mac retired as Branch Chief in 1988, he was succeeded by his protégé, Ernest E. Hairston, Jr. Mac died the following year, of a heart attack.

The Television Decoder Circuitry Act of 1990, which became Federal law, mandated built-in "decoder chip" to display closed-captions in *all* television sets with screens 13" and up, manufactured for sale in the United States, as of July 1, 1993. Mac would have been delighted. ■

DeafLife Photos courtesy of Marjorie Norwood

DeafPerson OF THE MONTH

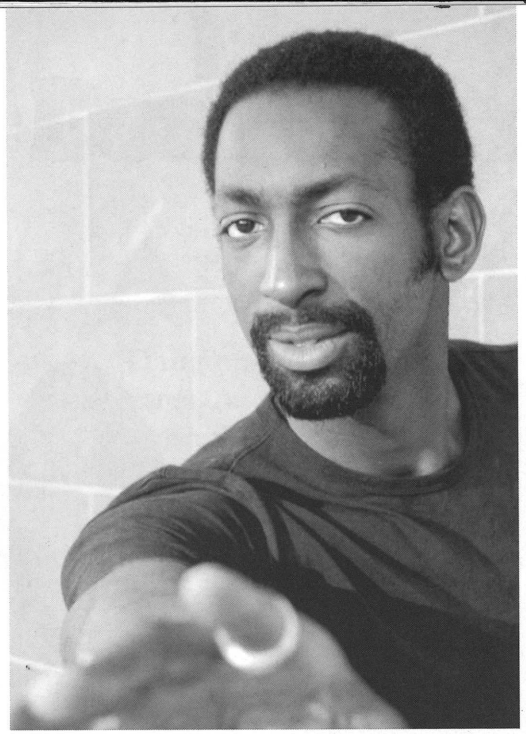
Antoine Hunter

"Dancing has shown me that people can reach their dreams. As a deaf person, I have found dance a way to communicate with both hearing and deaf worlds."

Antoine-Devinci Hunter, a native of Oakland, is founder and director of Urban Jazz Dance Company (Oakland) and co-director of Iron Triangle Urban Ballet (Richmond). He's been called "a one-man firestorm." Last November, he participated in Philadelphia's Deaf Arts & Culture PaH! Festival. *On April 25, he performed in* Night of the Stars *at the Black Deaf Advocates Eastern Regional Conference, co-chaired by NBDA President Fred Beam. He enjoyed meeting Beam, a fellow professional dancer ("I really thank God for him because if I hadn't met him, I would be still wondering if I am alone in this world"), and Jonelle Thames, Miss Black Deaf America. ("She said that what I was doing was important. Jonelle and Fred made me feel like a hero who's found his home planet.")*

His reputation is growing. He has a constantly expanding list of dance credits, having performed numerous forms of dance with well-known artists and companies, including Nuba Dance Company, Reginald Ray-Savage and Zafra Miriam/Savage Jazz (two of his great mentors), Ramon Alayo, Robert Moses' Kin Dance Company, and Ross Dance Company. In September,

Antoine Hunter and Tina Banchero in a sensuous, spirited *pas de deux.*



he'll be performing with the Sign Dance Collective, the British company that also participated in PaH! *He tours with his own company and with others—currently five of them, trains young pre-professional dancers—and teaches children and adults in 13 locations, 6 days a week, including East Bay Center of the Performing Arts, Dance-a-Vision Entertainment, Shawl-Anderson Dance Center, and Malonga Casquelourd Center for the Arts. It's a scrambling, hectic schedule, but he loves what he's doing—performing and teaching those who otherwise wouldn't have the benefit of dance classes.*

If you get a chance to see Antoine Hunter perform—grab it!

I always loved to dance, as did my Mom, Charlotte Mitchell, and my family. I did hip-hop and breakdancing but got hurt, stopped at age 7. Mom took me to see Oakland Ballet's ***Nutcracker***. I was turned on! But she didn't have money for ballet classes.

As a 10th-grader at Skyline High School, I took dance—I thought it would be a cool place to get a date. Turns out it wasn't. Dawn James, my teacher, worked us hard. There was no time to think about girls. The hearing world didn't welcome me because I was deaf and the deaf world didn't welcome me because I could hear a little bit. I felt so alone, that no one understood me.

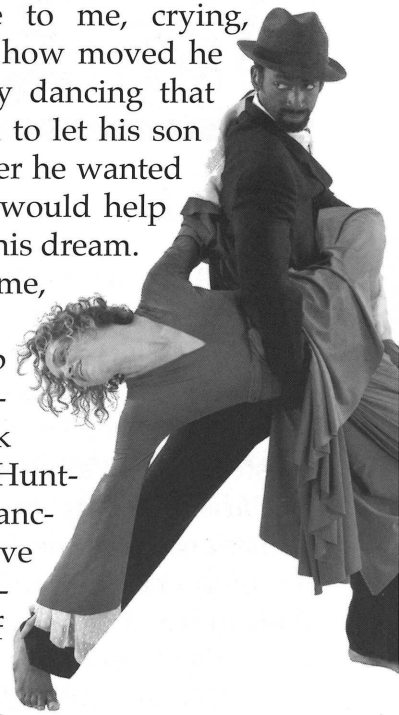
One day, Ms. James made me do a solo. I chose the song "I'll Always Love You," by Whitney Houston. Once I started dancing, my heart and spirit took off—fire, tears, fear, excitement, depression, hope, and blessing—all that, and more. After I finished dancing, everyone clapped so loud and said that they *felt* me. I knew then that dance was a way for me to communicate with people, to help me express myself. It's saved my life. Thank God for that.

I spent 2 years at California Institute of the Arts in Valencia (CalArts). I loved it, but it was hard to be deaf there, and I ran out of money. I trained hard, though.

I'm currently finishing up my B.A. at LEAP (Liberal Education for Arts Professionals) at St. Mary's College. I love that program—I've learned not just about dance and art but about *life*.

I love to teach. I can't tell you how many times people have told me they can't dance. I reply, "Why can't you?" They'll say, "I don't know how," and I go "Hmm, let's see." I teach in 13 different locations in the Bay Area, commuting by BART daily, because a lot of places don't have any good teachers. Some don't want to teach kids who are low-income, bad neighborhood, or no training. I love to make dance fun for young people and still work up to a good skilled dance level. I teach ballet, hip-hop, modern jazz, praise and, African dance, and sometimes movement. Dance is my ministry.

One night after one of my shows, a strong, full-grown black man came to me, crying, telling me how moved he was by my dancing that he decided to let his son do whatever he wanted to do and would help him reach his dream. Another time, a woman walked up to me, saying, "Thank you, Mr. Hunter, for dancing. I have a 5-year-old deaf daughter, and I am no longer worried about what she will be because I know being deaf will not stop her from reaching her dream."



I don't give up or give in for anybody. If you tell me I can't do it, then I'm going to be out there doing it. That's how I got here.

I want to open up an arts center for people who are deaf, low-income families, who need to express themselves. Art is a good way of keeping your sanity. ■

Deaf Life Photos of Antoine Hunter and Tina Banchero, copyright © 2008, Andy Mogg; others courtesy of Mr. Hunter. Thanks also to Faith Grey. For Mr. Hunter's performance schedule, see www.AntoineHunter.com.

Deaf Almanac

July

Dates to remember from our Deaf History

2 1844

Henry Humphrey Moore (d. 1/1/1926), society portraitist, born in New York. Moore was friends, or studied, with some of the top artists of his day; he had Academic training in Paris. He traveled widely, taking his inspiration from his sojourns in Spain and Morocco. He was one of the first Western artists to visit Japan. For the last 40 years of his life, he lived in Paris, working in a princely studio. Noted for his "orientalist" scenes and portraits of aristocratic beauties and exotic "genre" scenes, he used a meticulously detailed style. His portraits were praised for their grace and delicacy. Among his honors: he was made chevalier of the Order of Charles III by Christina, the queen-regent of Spain, in recognition of the authenticity of his Spanish paintings.

4 1868

Henrietta Swan Leavitt (d. 12/12/1921), astronomer, born in Lancaster, Massachusetts. She was one of the remarkable group of women working under Edward C. Pickering at Harvard College Observatory who pored over photographic plates and meticulously compiled data on the magnitude (brightness) of variable stars. She devised a uniform measure to analyze and compare stars, and discovered some 2,400 variables. She is best known for her work with the Magellanic Clouds and Cepheid variables—and made a momentous discovery: the cyclical rhythm of a star's pulsation was directly proportional to the intensity of light it emitted. (This is now known as the *period-luminosity curve*.) This gave astronomers a way to determine distances between most pulsating stars, clusters, and Earth, and to estimate the size and shape of our galaxy.

10 1858

Edward J. "Dummy" Dundon (d. 8/18/1893) born in Columbus. He and two sisters, Helen ("Nellie") and Mary, were early-deafened. After graduating from the Ohio Institute in 1878, he continued to work in its bookbindery, and pitched for the school's outstanding baseball team, and for the Ohio Independents, the mostly-deaf team that made a celebrated barnstorming tour in 1879. He pitched, batted, and outfielded for the famed Columbus Buckeyes (1883-1884), and had some success on other teams during his brief career. Dundon was the first professional deaf baseball player, and the first player to be nicknamed "Dummy," as were all subsequent deaf players on semi-pro and professional teams. He was also the first recorded deaf person to umpire a game between "hearing" teams.

15 1824

Robert J. Farquharson (d. 9/6/1884) born in Nashville. Born hearing, he graduated from the medical department of University of Pennsylvania in 1844. After beginning his career as a physician, he enlisted in the U.S. Navy working as an assistant surgeon and traveling; deafened while serving off the African coast. He resigned from the Navy in 1855, serving as a surgeon during the Civil War, co-founded and headed the Iowa Academy of Sciences, and pursued many scientific interests, including archaeology and ethnology. A major concern was disease prevention. Much esteemed and honored, he believed that being deaf enhanced his concentration.

Major sources: Jack R. Gannon, **Deaf Heritage: A Narrative History of Deaf America** (1980), Harry G. Lang, **Silence of the Spheres: the Deaf Experience in the History of Science** (1994); Harry G. Lang and Bonnie Meath-Lang, **Deaf Persons in the Arts and Sciences: a Biographical Dictionary** (1995); Matthew S. Moore and Robert F. Panara, **Great Deaf Americans: the Second Edition** (1996); Deborah Meranski Sonnenstrahl, **Deaf Artists in America: Colonial to Contemporary** (2002). **Photo credits:** Henrietta Swan Leavitt—Harvard College Observatory. Edward J. Dundon—Gallaudet University Archives.

Rethinking Bell's legacy at NTID

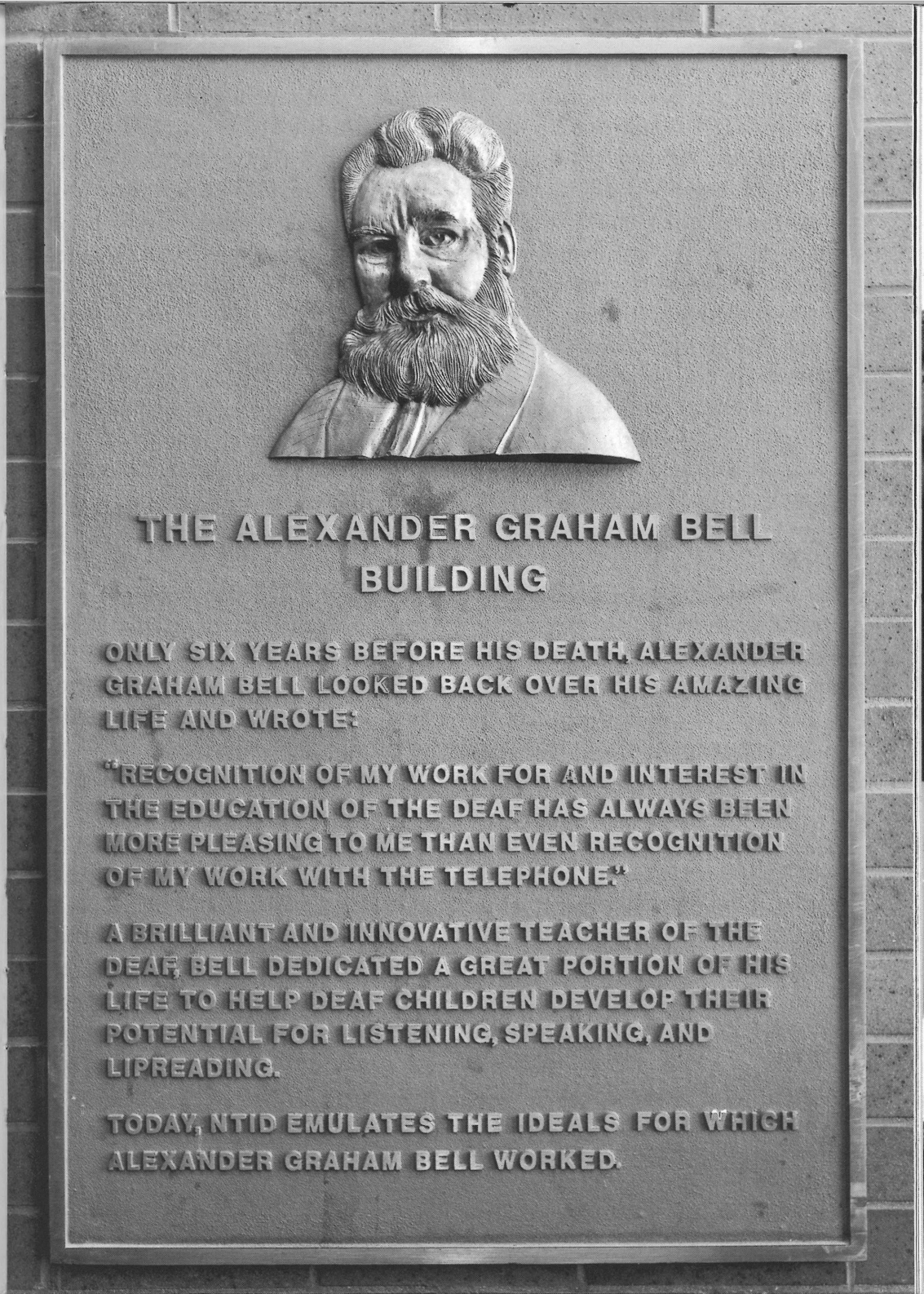
> Those who believe as I do, that the production of a defective race of human beings would be a great calamity to the world, will examine carefully the causes that lead to the intermarriage of the deaf with the object of applying a remedy.
>
> —Alexander Graham Bell, **Memoir Upon the Formation of a Deaf Variety of the Human Race**, November 13, 1883, p. 41

> Today, NTID emulates the ideals for which Alexander Graham Bell worked.
>
> —the final sentence on the Bell Hall plaque (1979-2008)

Most hearing people think of Alexander Graham Bell as an inventor. But he considered his career of invention and experimentation in acoustics and aeronautics a mere sideline. Being a "teacher of the deaf" was how he identified himself, what he was proudest of, and what he wanted to be remembered for.

To hearing people, Bell is remembered as the technological wizard who invented the telephone. To Deaf people, he is remembered as the arch-oppressor who sought to wipe out the Deaf community and succeeded in forcing an extreme, inflexible brand of oralism onto several generations of deaf children, and whose divisive influence is still felt in education of the deaf.

His telephone, devised while he was conducting experiments in acoustics, succeeded in putting up new communicative barriers for deaf people, restricting their employment opportunities, and increasing their social isolation. While Bell's legacy in the Hearing community has been one of honor, the Deaf community has held


THE ALEXANDER GRAHAM BELL BUILDING
ONLY SIX YEARS BEFORE HIS DEATH, ALEXANDER GRAHAM BELL LOOKED BACK OVER HIS AMAZING LIFE AND WROTE:
"RECOGNITION OF MY WORK FOR AND INTEREST IN THE EDUCATION OF THE DEAF HAS ALWAYS BEEN MORE PLEASING TO ME THAN EVEN RECOGNITION OF MY WORK WITH THE TELEPHONE."
A BRILLIANT AND INNOVATIVE TEACHER OF THE DEAF, BELL DEDICATED A GREAT PORTION OF HIS LIFE TO HELP DEAF CHILDREN DEVELOP THEIR POTENTIAL FOR LISTENING, SPEAKING, AND LIPREADING.
TODAY, NTID EMULATES THE IDEALS FOR WHICH ALEXANDER GRAHAM BELL WORKED.

a radically different opinion.

Especially troubling is Bell's zealous advocacy of eugenics, and his active participation in the upper ranks of the Eugenics Society. In his notorious paper, **Memoir Upon the Formation of a Deaf Variety of the Human Race** (1883), Bell decried what he saw as the steadily increasing population of "congenital deaf-mutes," analyzed the causes, and suggested the remedy: abolition of everything that promoted a sense of cohesion and community among the deaf, including sign language. Deaf children, he argued, should be mainstreamed and compelled to communicate solely in speech, and deaf adults assimilated completely into Hearing society. There! No more "Deaf problem!"

As a wealthy, prestigious, and internationally famous scientist, Bell had immense influence. When he spoke, other scientists, teachers, lawmakers, and parents of deaf children listened.

Many deaf adults still recall being forbidden to sign in school and punished for violating that prohibition, and having to endure endless hours of fruitless speech and auditory training. Their families were solemnly counseled by the "experts" not to sign with them at home. Many deaf children were mainstreamed without any support services or access to Deaf mentors.

Bell's legacies to the Hearing and Deaf communities have been radically different. Most history textbooks, as Dr. Edwards notes, make no mention of this.

As recognition of American Sign Language grew, together with the concept of Deaf empowerment, Bell's influence waned. But it never completely disappeared, thanks to the survival of oral schools, mainstreaming, and the recent boom in pediatric cochlear implants and strict-oral programs like Auditory-Verbal Therapy. And, of course, the Alexander Graham Bell Association for the Deaf, the international organization that he co-founded, and which has carried forward his legacies of strict oralism and anti-sign-language advocacy.

When the National Technical Institute for the Deaf was established at Rochester Institute of Technology's Henrietta campus, the newly-constructed buildings didn't have names. They were designated by numbers (a system still in use). The "LBJ Building" (#60) was the first to be named, dedicated during Homecoming Week, in October 1974.

In 1979, again during Homecoming Week, the buildings in the dorm complex were officially dedicated and named. Dorm B was named after Peter N. Peterson, a deaf Vocational Education teacher at Minnesota School for the Deaf, in honor of his early advocacy of postsecondary technical education for deaf students. Dorm C was named the Alexander Graham Bell Residential Hall.

The naming was solely an administrative decision, done without any input from the NTID community. (It is believed that Dr. William E. Castle, NTID's second director, who had an audiological background and served as president of the Bell Association—but learned to sign—was responsible for the naming of Bell Hall and the wording on the commemorative plaque.) There were ceremonial unveilings with descendants and relatives of the honorees present, but the students weren't aware of it until afterwards.

Reaction was quiet. Every so often, students would raise the question: why was a dorm at NTID named after Bell, of all people?

Most of RIT's buildings and facilities commemorate faculty, presidents, and benefactors from its long history, which began in 1829. That also holds true for NTID.

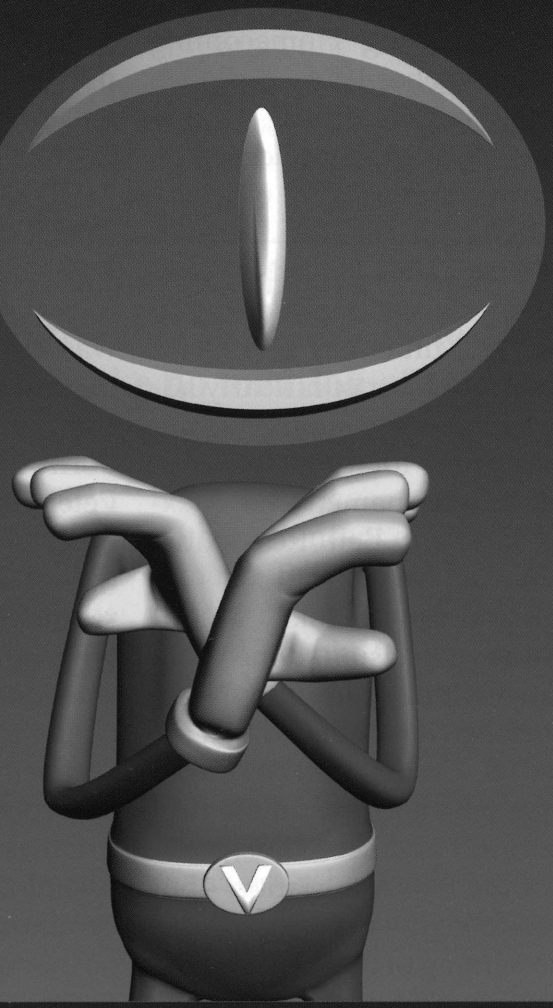
NTID's mission, from the start, embraced diversity, accepting all forms of communication, so it was appropriate that both signing and oralist factions of the community be represented. If one dorm honored an ASL user like Peterson, it was only fair that another dorm should acknowledge the oral-deaf faction—no quarrel there. But why Bell? Why not an eminent oral-deaf scientist—someone like Robert Weitbrecht?

Blogger Adam Stone calls Bell "oralism's most prominent icon," and considers the naming appropriate, symbolizing the inclusion of oral-deaf students in the NTID community.

Another interpretation of the plaque: "A message to all of you who enter here: oralism is alive and well at NTID, and don't you dare forget it!"

Rebecca A. Edwards, Chair

VPAD™



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of RIT's History Department, published a disquieting article, "Chasing Aleck: The Story of a Dorm," in **Public History** (Summer 2007), causing a ripple of interest on campus.* She noted that several of her students had referred to Bell as "the Hitler of Deaf Culture."

In September 2007, a group of NTID students, alumni, staff, and faculty, set up the *Orange & Brown Coalition* blog, focusing on Deaf Culture-related issues, such as contemporary eugenics and recognition of ASL, and, in February 2008, began posting reports on the Bell Hall situation.

This time, the issue was raised insistently, with a campaign to rename Bell Hall, and an online-petition drive. Numerous E-mails were sent to Dr. T. Alan Hurwitz, NTID Director, and Dr. William Destler, RIT President. Ruthie Jordan, O&B co-founder, notes that she expected the petition to garner 100 signatures. She received over a thousand.

On February 20, Dr. Hurwitz appointed an informal advisory committee, the "A. G. Bell Working Group." Among the 14 participants, representing students, faculty, staff, and alumni, were three O&B members.

On March 20, O&B sponsored a presentation by Dr. Edwards on the topic. In her posts on the *O&B* blog, she pointed out the irony of naming an NTID dorm after Bell. He *opposed* schools for the deaf, and would have condemned NTID as promoting cohesion in the community he sought to dissolve. Moreover, dorms have long served as hotbeds of Deaf culture. During the "Dark Age" of oralism, they were where students gathered at night, under threat of punishment, to form clandestiine signing social groups. And since members of the NTID community have married each other and had deaf children—something Bell considered abhorrent—he would have been outraged to have been honored at such an institution.

NTID celebrates diversity. Bell was an enemy of diversity.

The working committee's May 8 report summed up the complicated situation: "The group could not reach a consensus . . . a thoughtful, considerate and conscientious group of people found that they could not agree. However, the working group came to unanimous agreement that A.G. Bell held perspectives, goals, and promoted objectives that are different from and inconsistent with the perspectives, goals and philosophies of the National Technical Institute for the Deaf at Rochester Institute of Technology." They voted 8-6 for removal of the plaque. They also voted 9-4 in favor of renaming Dorm C "NTID Alumni Hall."

Dr. Hurwitz E-mailed members of the NTID community on May 16, announcing his decision to retain the Bell Hall name, but promising to replace the plaque with a reworded one. The reaction was one of overwhelming disappointment, shock, and dismay that the administration supported the *minority* vote, even though a majority favored renaming the dorm.

The Orange & Brown Coalition expected to get maybe 100 signatures on its petition. They received over a thousand.

Shortly afterwards, O&B representatives met with Dr. Hurwitz and Dr. Destler, urging them to reconsider that decision.

On May 19, Bell's plaque was removed from Bell Hall. And on May 22, Ohlone College's Center for Deaf Studies faculty officially announced its intention to cease doing business with NTID until Bell Hall was renamed.

On Commencement Day, May 23, O&B members and supporters distributed flyers and orange-and-blue ribbons. That evening, Dr. Hurwitz issued an announcement that he had withdrawn his initial decision to retain the Bell Hall name and would postpone making a final decision until after the forums slated for the 40th Anniversary Alumni Reunion at the end of June. He invited further discussion and suggestions. Members of the NTID community appreciated Dr. Hurwitz's willingness to listen to all viewpoints and to keep the discussion going.

An open forum was held at NTID on June 4. Discussion was lively, representing numerous viewpoints, but civil.

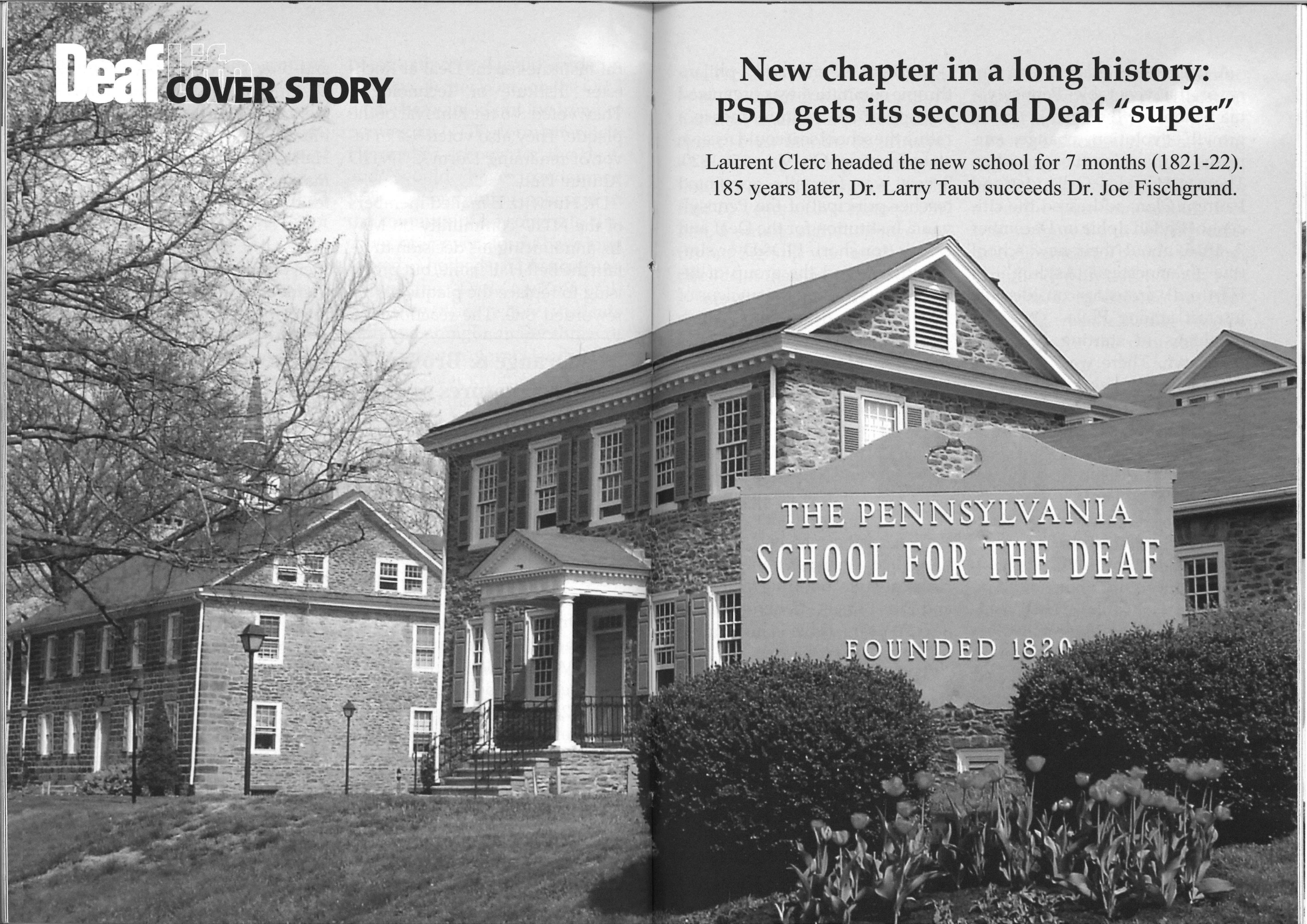
The outcome is as yet undecided. One thing is certain, though: there will be no return to the days of the unquestioned and incongruous honoring of Alexander Graham Bell at NTID. It's time to move forward. ■

* Posted on the Orange Brown Coalition's blogsite (http://people.rit.edu/jdk9369/agbell/ChasingAleck.pdf).

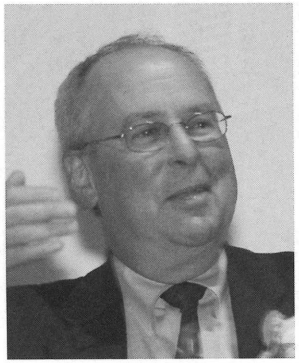
Deaf Life Photo courtesy of NTID

New chapter in a long history: PSD gets its second Deaf "super"

Laurent Clerc headed the new school for 7 months (1821-22). 185 years later, Dr. Larry Taub succeeds Dr. Joe Fischgrund.



A backwards glance: The story of the venerable Pennsylvania School for the Deaf is one of growth, evolution, change, surprises, and ironies. It began when Thomas Hopkins Gallaudet and Laurent Clerc addressed the citizens of Philadelphia on December 7, 1816, about their new school (the "Connecticut Asylum" in Hartford), arousing considerable interest among Philadelphians in starting their own. There was some reluctance about setting up a school competing with Hartford's, so no action was immediately taken—until 1819, when David Seixas (1788-1864), a hearing tin and crockery manufacturer and merchant, rounded up children he found on the streets of Philadelphia, feeding and clothing them at his expense. (His shop was located on Market Street between 16th and 17th Streets.) Among these were eleven deaf children—six boys and five girls—and he set up an informal school for them in the home he shared with his widowed mother and two unmarried sisters. He used a self-invented sign language to instruct them.



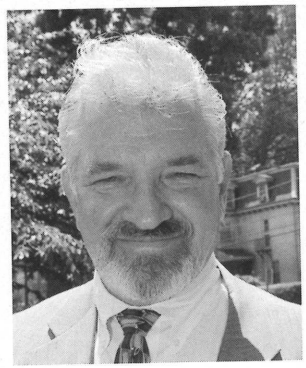
Joe Fischgrund

Word got around, and a philanthropic committee was organized to support the venture, incorporating the school so it could receive state funding. On May 15, 1820, Seixas was formally appointed teacher-principal of the Pennsylvania Institution for the Deaf and Dumb (for short, PID&D or simply PIDD), and the group of fifteen pupils formed the nucleus of the new school, which relocated to 11th and Market Streets in 1821. PIDD thus became the nation's third-oldest school for the deaf (after "Old Hartford" and Fanwood).

The school soon outgrew its modest quarters, and, in 1825, moved to a handsome new neoclassical-style building at Broad and Pine Streets, its home for the next 70 years. (This is now home to University of the Arts.)

PIDD had gotten off to a bumpy start, though. Seixas was ignominiously dismissed in 1821 after being accused of molesting a female pupil and behaving inappropriately with others—charges that may have been trumped up and motivated by antisemitism, since he was a Sefardic Jew. He was replaced by Clerc, co-founder of "Old Hartford," the nation's first deaf teacher of the deaf. Clerc spent seven months as principal of the school, getting the instructional program organized. For the first 50 years of his history, PSD had a strong sign-language tradition. Signing was used in and outside of the classrooms.

This tradition was continued by the next three superintendents, Lewis Weld, Abraham B. Hutton, and Joshua Foster. But that changed when sign-based instruction fell out of favor and the oral methodology, heavily promoted by Alexander Graham Bell and allied teachers and administrators, came into fashion.



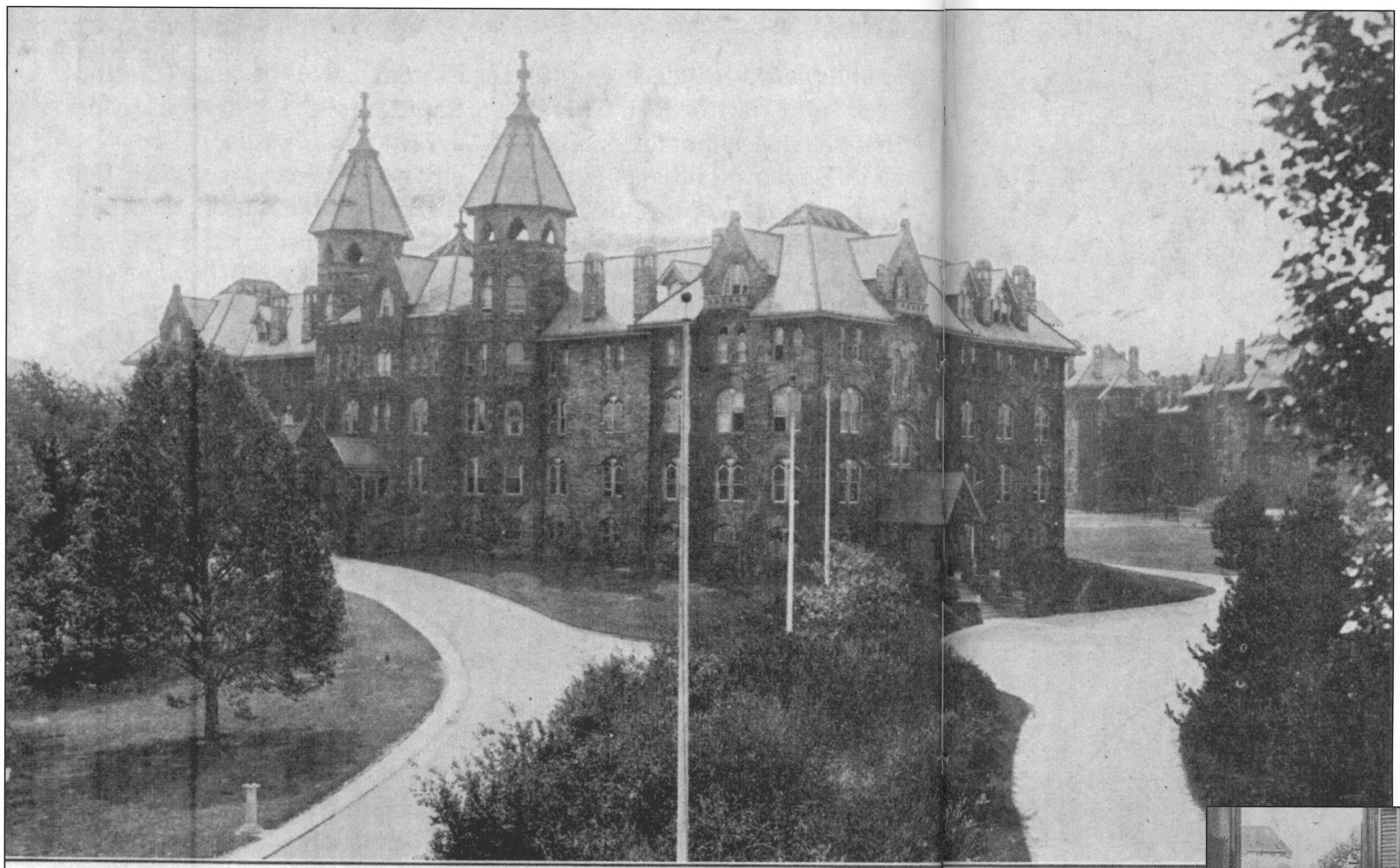
Larry Taub

Articulation and speechreading classes were introduced on an optional basis in 1870, for those students who could benefit from them. In response to the growing influence of the oral methodology, which was considered—in those days—the most progressive approach towards educating deaf students, PIDD established a separate pure-oral day school, the Branch for Oral Instruction, in 1881, at 17th and Chestnut. Rapid growth led to its relocation at 11th and Clinton.

Foster's successor, Albert Louis Edgerton Crouter, a veteran teacher, transformed PIDD into a leading pure-oral school. This was supposedly done with careful deliberation. The oral method, compared with the manual, was considered to deliver superior results. Other schools for the deaf followed suit.

Crouter was friendly with Bell and was a co-founder of the American Association to Promote the Teaching of Speech to the Deaf (AAPTSD, now the Alexander Graham Bell Association for the Deaf). He was known to address the students in sign, on occasion, but believed wholeheartedly in the superiority of the oral method.

In 1889, PIDD's trustees purchased 62 acres in the northwestern suburb known as Mt. Airy. Four buildings were constructed to house the primary, intermediate, advanced, and oral departments. Each unit was self-contained—it had its own dormitory, dining and assembly halls, play-



THE SUPERINTENDENT'S OFFICE IS LOCATED IN WISSINOMING HALL.

ground, and classrooms. This new campus was formally opened in 1892. The separation of the oral department soon became moot when, under Crouter's direction, the entire school was made a pure-oral institution, with only a small minority of students who were judged "oral failures" given instruction in signs and fingerspelling — carefully segregated from the oral students, of course. (Notably lacking from the glowing accounts published in **The Silent Worker** was any indication of how the students felt about the compulsory oralism governing the classrooms. Most of them probably hated it.)

By 1920, PID, as it was now generally known, had 531 enrollees, making it the nation's largest school for the deaf. It was considered one of the finest, best-equipped, and most influential. The Mt. Airy campus was renowned for its beauty. PID's innovative Vocational Department was started in 1823, offering training for boys in printing, tailoring, shoemaking, baking, painting, glazing, carpentry, stone- and bricklaying, and plastering. Girls learned dressmaking and domestic science. As varsity sports became better-organized, PID was also noted for its athletics, in particular, its formidable

Above: Wissinoming Hall, a landmark on the old Mt. Airy campus, contained the Advanced Department's dorms, classrooms, administrative offices. **Right:** A.L.E. Crouter in his office there. Note the old-fashioned telephones on the wall.

DR. CROUTER, IN 1893, IN HIS OFFICE IN WISSINOMING HALL.

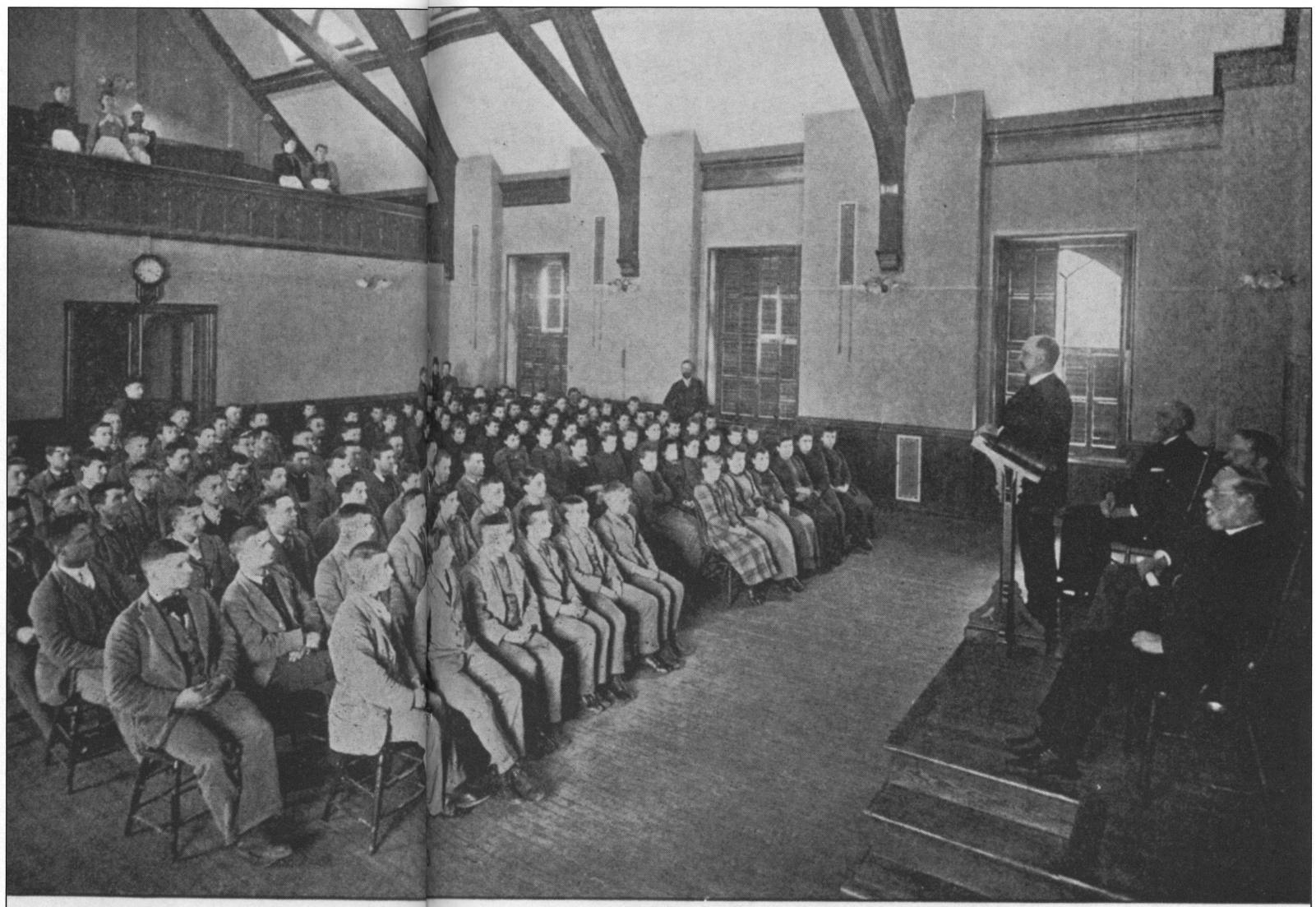
football squad. PID was renamed Pennsylvania School for the Deaf in 1934.

Among PSD's notable alumni have been John Carlin (1813-1891), artist, poet, journalist, and critic, who advocated for the founding of Gallaudet University; Albert Newsam (1809-1864), noted lithographic portraitist; Art Kruger (1911-1992), Deaf Sports leader; Lillian Hoshauer, co-founder of Deaf-Hearing Communication Centre, Inc.; and Dr. Jay J. Basch, who now chairs PSD's Board of Trustees.

Skipping ahead to more recent times: Like so many other schools for the deaf, PSD finally broke away from the rigid grip of oralism in the 1970s, when the Total Communication philosophy became popular. Retiring Headmaster Joe Fischgrund notes, "I believe the switch to TC was in about 1978 and was led by parents, especially by a gentlemen named Jim Wynne whose son, Mike, attended the school. His daughter, Pat Wynne, serves on our Board of Trustees today."

In 1984, declining enrollment necessitated another move. PSD purchased the former Germantown Academy campus from the Philadelphia Redevelopment Authority. The campus was renovated while retaining its historic charm. The picturesque Mt. Airy campus, with its attractive old buildings, is still in use. Dr. Fischgrund says, "The 33-acre Mt. Airy campus was bought in 1983 by Spring Garden College, which then closed. The property was then bought by the Church of the Covenant, a large and dynamic, primarily African-American church. They have really cleaned up the grounds and rent space to some School District of Philadelphia alternative programs."

PSD serves around 200 students from preschool through high school, and has a resource center for deaf adults, the Center for Community and Professional Services, and community-outreach



DR. CROUTER ADDRESSING THE PUPILS AT CHAPEL SERVICE IN WISSINOMING HALL IN 1893.

PSDAA's first alumni reunion, September 1915.

Top: A woodworking class in the vocational department, late 1940s. **Below:** Another vocational-department scene: girls using power sewing machines in the late 1940s or early '50s.

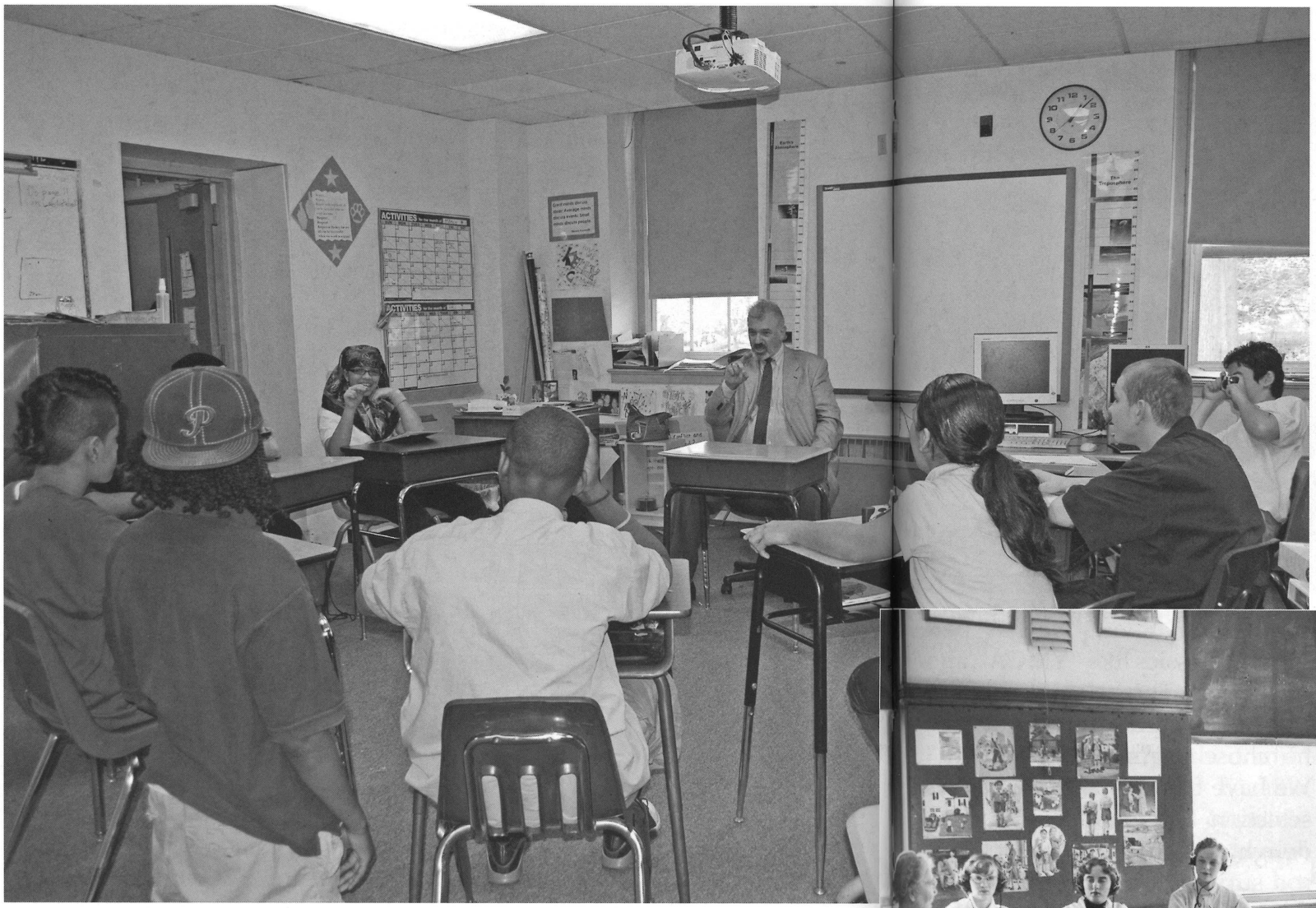
programs for families—even a preschool for hearing children that offers an ASL-enriched environment.

A new chapter begins: Joe Fischgrund served as PSD's Headmaster for 20 years—honored and loved by the PSD community.

Following a 10-month search, Dr. Larry S. Taub was appointed PSD's 15th superintendent and its first deaf one in 185 years.

Deaf since birth, Dr. Taub is a member of a multi-generational Deaf family. He attended the famed Junior High School 47 for the Deaf in New York City and William Cullen Bryant High School. He holds a Bachelor of Arts degree in History from Hofstra University; a Master of Arts in Education of the Deaf degree from NYU, and a Doctor of Education in Educational Administration degree from Columbia University.

He is a noted presenter on deaf and special education issues and a member of the Conference of Educational Administrators of Schools and Programs for the Deaf, he worked for 25 years as Assistant Principal and as high-school teacher at the New York School for the Deaf in White Plains, then for 7 years as Super-



intendent and CEO of the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf in Falmouth, Maine.

Dr. Basch says, "Since PSD has not had a school administrator who was deaf for nearly 190 years, we are very fortunate to have Dr. Taub join our team. His vision for PSD in the 21st century has convinced our Search Committee and Board of Trustees to select him for this important position."

Dr. Taub brings a wealth of educational, administrative, and personal experience to his new position. Commenting on his appointment, he said, "It is a time of great challenges and expectations for the Deaf community; we have our work cut out for us to prepare the next generation of children to be as independent and economically emancipated as possible. It certainly can be done!"

The new and the old. **Left:** Dr. Taub with students. **Below:** A typical classroom at Mt. Airy, late 1950s. Students were forbidden to sign and had to wear earphones in class whether they were profoundly deaf or had residual hearing. Note the phonograph at left and the microphone in the center of the room. Also note the separation of girls and boys. The teacher (far left) was deaf but said to be an excellent English teacher.

"His presence has been very positive"

Joe has been always been very supportive of our Family Involvement Program. In fact, during his tenure, it was developed. We have two full time staff who work to include families at PSD in activities that are both social and educational in nature. One of our most popular activities is our annual Spring Fashion Show. Students, families, and staff participate as models and volunteers. Joe is always the first Act. Joe decides on a theme and picks a song and costume to match. Then he performs the song in sign as an opener to the Fashion Show. He has performed classics like "YMCA" and "Imagine." This year . . . his last Fashion Show as our headmaster, he chose the song, "My Way." We have come to anticipate Joe's selection and performance with delight, because he always keeps it a surprise until he performs. I think he has endeared himself to the families with this tradition. His presence at many of our family events has been very positive for our families.

Tina Pakis
Parent/Family Coordinator, PSD

DeafLife INTERVIEW: Joe Fischgrund

As you look back on your 20 years of service to PSD, what thoughts or feelings are uppermost?

First and foremost, I am deeply appreciative of the opportunity I have had to work at such a fine school, with such a dedicated faculty and staff and supportive Board of Trustees. I have enjoyed every day, I have learned something new every day, and the students and their families have brought a great deal of joy into my life.

Any particular or favorite recollections you'd like to share?

There are so many—the family events like our annual Fashion Show where I have the opportunity to "ham it up," the annual Family Picnic and flipping hot dogs and hamburgers for families and children, Graduation 2005, which sent a positive message about our schools for the deaf to the Deaf Community nationally, how our school community came together in times of loss, and our Martin Luther King Jr. Day of Community Service that not only brings us together to honor the spirit of Dr. King but focuses on supporting others in our world.

What has been your proudest achievement as PSD Headmaster?

I suppose the re-establishment of the PSD High School is right up there, but also the tremendous strides we made in family involvement. Of course, our successful $4-million capital campaign which made it possible to build our state-of-the-art Early Childhood Center was a wonderful moment as well. I am also very proud of my role in statewide affairs, and successfully advocating for a Language and Communication Plan in the IEP of all deaf children, which is now required in our new state special education regulations. My work to help develop the Pennsylvania Agenda, a landmark document which is a forward looking plan to ensure a quality, language and communication-driven education for each and every deaf child in our state, was also an extremely rewarding experience for me.

What has been your biggest disappointment?

Despite the hard work and tireless efforts of so many people, we still do not have a comprehensive system of mental-health services for deaf children and their families who face social-emotional and behavioral health challenges. Such children still get lost in the system. I am also disappointed with those who can't get over the oral-manual debate and who want to remain ideologically driven, rather than looking at each child's language and communication needs and the critical need to "get language to the brain" as early as possible.

Your toughest challenge?

Overcoming the image of our schools for the deaf as "segregated" placements rather than seeing who and what we really are, i.e., culturally competent schools—places where children are valued for who they are and not identified as "impaired," places where the incredibly rich history and culture of Deaf people in America is celebrated, and places that provide a quality education and produce quality graduates who are contributing members of society.

What do you plan to do now?

I hope to remain active in deaf education, and perhaps share what I have learned with our future leaders. Leadership development is one of my passions, and sorely needed in our field, so I hope to make a contribution to our field in that area. And I'll probably do a little more work on my golf game (smile).

Do you plan to maintain a connection to PSD?

I love PSD, and whatever the school and our new Head of School, Dr. Taub, ask of me, I will certainly do. ✭

DeafLife INTERVIEW: Larry Taub

What are your thoughts on being appointed PSD's first modern deaf superintendent?

During the time I was interviewed by and met with the many members of the PSD Community (PSD Trustees, staff, and alumni) in Philadelphia last fall, the distinction of possibly being the first never crossed my mind. I only learned of this when I was appointed, and it is an honor that I accept with much pride, considering that PSD has a long and distinguished history, being the third oldest school for the deaf in the nation.

What is your vision for PSD?

My vision for schools that educate deaf and hard-of-hearing children in general and PSD in particular will be shaped by economic events taking place in our world and in the American workplace. Missions of schools, including schools for the deaf, have always been reflective of economic trends, and that, in turn, dictates the job market. We are going to have to set strong educational foundations centered on literacy, math and science, problem-solving, and character development.

When I met with a group of student reporters during my first week at PSD and they asked me the same question you did, although in their own words, "What is your goal for PSD when you start working in July?" I told them that my ultimate goal is to prepare them the best we can so that they are ready to graduate and transition to post-secondary placements commensurate to their abilities so they will lead rewarding lives as independent individuals after PSD.

What has been the biggest disappointment and toughest challenge of your career, so far?

While not everything is in my control, I would have to say my biggest disappointment would have to be the unintended consequence brought about by the advent of the Individuals with Disabilities Education Act (IDEA). Prior to IDEA when Deaf students mostly went to schools for the deaf, they had opportunities to become leaders in schools and that was one of the fundamental learning experiences they used

well as adults. Leadership skills were developed in the schools through student-based organizations. This was evidenced in the large number of social clubs for the Deaf back in the day. These schools and clubs were the glue that kept Deaf Communities all over the country vibrant and politically connected. We are still active in that sense, but honestly, there has been a decline. Such leadership today is perpetuated in large population centers where the Deaf community continues to thrive. Communities near Gallaudet University and NTID/RIT are prime examples of that.

As for my toughest challenge, I will have to be always vigilant and gauge how economic and educational trends impact schools for the deaf and do my part with my administrative team to make sure PSD adapts to meet future demands and needs as they transpire.

The majority of the nation's deaf schoolchildren are mainstreamed. Opponents of Deaf culture consider schools for the deaf obsolete. Pennsylvania is the "home state" of the rigorously oral Auditory-Verbal Therapy program. What do you plan to do to promote PSD as a desirable educational option? To promote a sign language-based education as an effective means? To show that there *is* a place in the educational picture for venerable schools like PSD?

There is no denying that the demographics have shifted from attendance at schools for the deaf to mainstream settings. However, schools for the deaf are far from obsolete, and while we have to deal with this and work with the advocates of AVT, we can't lose sight of the fact that the most important aspect of deaf children's educational experience is language. Schools for the deaf are special places where bilingual education can be provided as well as auditory-verbal training. This will allow our students to have the best of both worlds. Students should be adept at mastering both American Sign Language and English so they can thrive as individuals who are deaf and be successful wage earners. The more skills they can master, the better. PSD is already doing this and as such, PSD and other schools for the deaf are models for other educational programs to emulate.

What changes, if any, do you plan to make at PSD?

Right now, my plans are to continue developing relationships with the many stakeholders around the city of Philadelphia and the state of Pennsylvania. I am also working on building up my administrative team now that I have spent a great deal of time on campus learning about life at PSD. We will function as a team and map out our goals based on organizational needs. I would especially like to focus on expanding our School to Work and Character Education programs. After all, we have to instill positive attitudes and a good work ethic if our students are to succeed once they leave PSD.

What do you plan to do to improve literacy skills?

Under Joe Fischgrund's stewardship, PSD has already taken steps to make sure that the instructional curriculum has a strong literacy component. We have in place language planning and American Sign Language Resource Teams. I want them to continue to stay on top of current research and work closely with the faculty in developing the literacy skills of the PSD student body since, after all, language is the key to developing the minds of our children.

PIDD/PSD Headmasters

1820-1821	David G. Seixas
1821-1822	Laurent Clerc
1822-1830	Lewis Weld
1830-1870	Abraham B. Hutton
1870-1884	Joshua Foster
1884-1925	A.L.E. Crouter
1925-1936	Elbert A. Gruver
1936-1939	Margaret Bodycomb (acting)
1939-1948	Morris Wistar Wood
1948-1956	Edward M. Twitmyer
1956-1969	John G. Nace
1969-1977	Philip A. Bellefleur
1979-1987	Joseph P. Finnegan, Jr.
1987-2008	Joe Fischgrund

Does PSD offer outreach and programs like Adult Education classes? If not, do you plan to implement anything like that?

We have a variety of Adult Education programs in existence, and that array of services through PSD's Center for Community and Professional Services (CCPS) is another part of Joe Fischgrund's proud legacy for PSD. As for outreach, if you allude to public-education outreach, PSD has not set anything like that up as yet. I plan to evaluate the demand for such a service and see if that is a desirable option in the Greater Philadelphia area, discussing the possibilities with the powers that be before going any further. Anything is possible; I am just getting started. ■

DeafLife Photos courtesy of PSD. Thanks to Ruth Cella and Jay Basch.

DeafView

READERS' VIEWPOINT

READERS' RESPONSES

Can schools and colleges improve deaf students' literacy by banning American Sign Language (ASL) from the classrooms?

23% Yes 71% No 6% Not sure

NO (Hard-of-hearing)—Banning ASL from the classrooms would be like banning braille for blind students. It is a method of communication which draws upon the rest of the student's senses, and it would be unfair to expect them to refrain from its use. Although it is true that ASL grammar is very different, which can negatively impact literacy, perhaps that is an indication that schools and colleges ought to focus more on improving the students' knowledge of the English language. ASL and English are not mutually exclusive, and students may have to become bilingual in order to become fully literate in English. If so, schools and colleges ought to focus on adding to students' knowledge by teaching more English, not restricting what students know, [or] banning ASL.

YES (Hearing/interpreter)—ASL is important to communicate quicker and not have to sign every exact word [as in Signing Exact English]. However, when the child is learning how to read English [as a] language that hearing people use, it is much more beneficial for the deaf student to learn English and use the ASL at home. That ensures the education to the max of both languages, and improves literacy in the classroom.

NOT SURE (Hard-of-hearing)—It may help, it may not! That all depends on the students, their willingness to learn, and if they have a learning disability, or not, in which case, if you try taking away the sign-language in schools, then they might not be able to learn the written word at all.

Total number of "DeafView" responses: **273**

DeafView

READERS' VIEWPOINT

DEAF LIFE would like to know what you think about major issues affecting the Deaf community. Fax your response to (585) 442-6371, E-mail us at reply@deafview.com or send it to us at Box 23380, Rochester, NY 14692-3380.

Should we have the right to choose deaf embryos?

❑Yes ❑No ❑Not sure

Background:

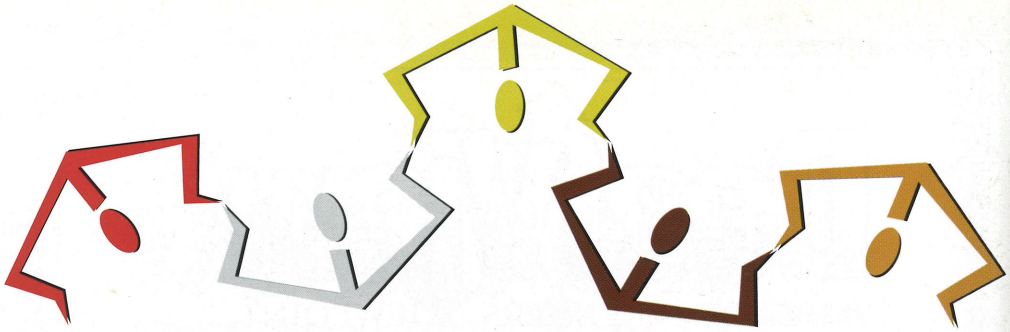
The British Deaf community is outraged about Clause 14 Section 4(9) of the Human Fertilisation and Embryology Bill that would regulate the screening of donors and embryos for *in vitro* fertilization or *pre-implantation genetic diagnosis*. Those that carry "deaf" genes would be rejected. Supporters argue that it's in society's best interests to prevent the birth of babies with serious mental and physical abnormalities. Opponents fear that it would illegalize the re-implantation of deaf embryos, marking a return to eugenics, and promoting a society where diversity is no longer tolerated. They want the right to choose deaf embryos and donors. The National Deaf Children's Society, among others, is monitoring the bill as it goes through Parliament.

Deadline: September 1, 2008

Visit the
DeafView homepage at

www.deafview.com

to respond to this and the other upcoming questions.
(24 questions are currently posted.)



HANDS JOINED, SIGNS UNITED, COLORS FLYING

Deaf People of Color

The second national conference for Deaf people of all ethnic/racial backgrounds: African-American, Latino, Asian, (Native) American Indian, Caucasian, biracial, and multi-racial. CMPs and CEUs offered. Focus is on teaching, learning, employment, health, and community issues. The Conference welcomes Deaf and hearing people of **all** colors.

This is going to be the biggest gathering of Deaf people of color in the nation's history—a record turnout!

Portland, Oregon
June 24 — 27, 2010

For more information, go to

www.deafpeopleofcolor.org

Anthony Ivankovic —XA1668 June 2010
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